DOCUMENT RESUME

ED 201 899 CE 029 071

AUTHOR Eastes, Meg Williams
TITLE An Orientation Workshop for Displaced Homemakers: A How-To Handbook for Service-Providers.
INSTITUTION Fort Wayne Women's Bureau, Inc., Ind.
SPONS AGENCY Indiana State Board of Vocational and Technical Education, Indianapolis.
PUB DATE 80
GRANT 179-80-II-DS
NOTE 50p.
AVAILABLE FROM Fort Wayne Women's Bureau, Inc., 203 W. Wayne St., Fort Wayne, IN 46802 ($2.00).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adults; *Adult Vocational Education; *Ancillary School Services; *Career Counseling; Career Planning; Discussion; *Displaced Homemakers; Educational Opportunities; Goal Orientation; *Human Services; Individual Needs; Job Training; Models; Needs Assessment; *Orientation; Recruitment; Service Occupations; Staff Development; Values Clarification; Workshops

ABSTRACT

This handbook offers a field-tested model workshop designed specifically for vocational education institutions interested in providing services for displaced homemakers. The three-hour format brings together displaced homemakers and service providers (vocational educators, adult education programs, federally funded programs, and community agencies). The workshop informs displaced homemakers about programs and services that can assist them in meeting their training and employment needs and allows service providers to better understand their concerns and needs. A workshop model describes materials, staff, and the three program components: (1) displaced homemakers spend two hours with facilitator who explains workshop and conducts exercises, (2) service provider panelists participate in awareness activity, the availability of which is cited (second hour), and (3) panel discussion (third hour). Recruitment techniques are then suggested. The next section describes actual workshop activities and exercises. Other contents include results of a needs assessment at a field test workshop, recommendations for program for displaced homemakers, and suggested resources. An appendix provides a complete list of materials and sample handouts which should be included in a folder for each workshop participant. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED201899

AN ORIENTATION WORKSHOP FOR

DISPLACED HOMEMAKERS

A HOW-TO HANDBOOK FOR SERVICE-PROVIDERS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Harriet Miller

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

WRITTEN BY
MEG WILLIAMS EASTES

GRAPHIC DESIGN BY
KATHLEEN STACHOWSKI

CE 029 071

Fort Wayne Women's Bureau, Inc., Suite 307-315,
203 W. Wayne, Fort Wayne, Indiana 46802, ph. 219/424-7977
1980

SPEAK OUT FOR DISPLACED HOMEMAKERS STAFF

Executive Director	---	Harriet Miller
Project Coordinator	---	Meg Williams Eastes
Graphic Artist	---	Kathleen Stachowski
Secretaries	---	Sheryl Bechtelheimer Barbara Brown

PRODUCED BY THE FORT WAYNE WOMEN'S BUREAU, INC. UNDER A GRANT FROM THE INDIANA STATE BOARD OF VOCATIONAL & TECHNICAL EDUCATION. THE CONTENT OF THIS PROGRAM IS THE RESPONSIBILITY OF THE GRANTEE AND NO OFFICIAL ENDORSEMENT BY THE DEPARTMENT SHOULD BE INFERRED. GRANT #179-80-II DS

THE INDIANA STATE OF VOCATIONAL & TECHNICAL EDUCATION COMPLIES WITH ALL FEDERAL REGULATIONS PROHIBITING DISCRIMINATION ON THE BASIS OF RACE, RELIGION, NATIONAL ORIGIN, SEX, AGE, HANDICAP, OR VETERANS STATUS IN MATTERS PERTAINING TO ADMISSIONS, EMPLOYMENT, AND ACCESS TO PROGRAMS.

CONTENTS

Introduction 1

Workshop Model: 5
General Sequence

Recruitment 6

Specific Sequence of Workshop 7

Exercises & Activities 8

Needs Assessment 16

Recommendations 17

Resources 18

Appendix

introduction

> The Displaced Homemaker needs help in making the transition from housework to paid work. During the next decade, several million displaced homemakers will need marketable skills to compete for good jobs in promising occupations. This rapidly growing population will be turning for assistance to secondary and post-secondary schools, colleges and universities, community-based agencies, government employment and training programs, and educational brokering services. As a vocational counselor, a peer counselor, a learning facilitator, a women's advisor, or an information specialist in any of these settings, you are in an important position to help displaced homemakers prepare for the job market.
>
> Vocational Counseling for Displaced Homemakers: A Manual. GPO Stock # 065-000-00020-2

The purpose of this handbook is to offer a field-tested model workshop designed specifically for vocational education institutions interested in providing services for displaced homemakers. The three-hour format outlined here brings together displaced homemakers and service providers in an informal workshop setting.

This workshop introduces displaced homemakers to a vocational education environment with which they may be unfamiliar. Here, displaced homemakers can learn about programs and services that can assist them in meeting their training and employment needs. It also allows service providers, who will be involved in some capacity with displaced homemakers, to better understand the concerns and needs of displaced homemakers.

While this workshop was designed for vocational educators, it may be easily adapted by other groups, such as adult education programs, federally funded programs, and community agencies considering offering specific services for displaced homemakers and/or to recruit displaced homemakers.

It would also be an effective tool for introducing staff to this target population. In a follow-up survey of service providers involved in this project, all of them declared that they are now much more aware of the problems facing displaced homemakers, citing the "personal frustrations" displaced homemakers suffer, the "legislative problems and needs of 'young' displaced homemakers" and the "need to further educate women and the public as to problems of displaced homemakers."

Field-testing proved the necessity of providing concrete services to follow this workshop. The question most frequently asked of everyone on the project was, "Will this lead directly to some sort of training and/or job?" The need for jobs and training among this target group is so overwhelming that many of them have neither the time nor the patience for anything less.

Displaced Homemakers...

-are generally over 35, often over 50, almost always women
-lack income due to the death, disability, desertion, divorce, or separation of a spouse on whom they have previously been dependent... or, are no longer eligible for public assistance because their children are grown
-lack job skills or work experience that will enable them to readily enter the labor market
-must seek employment to become economically independent

"Displaced homemaker" is a grass-roots term coined in California in 1975 to describe the middle-aged woman, "forcibly exiled" from her role as wife and mother, who is struggling to find a place in the job market. It is now used to identify men and women eligible for targeted employment assistance programs. The phrase is not universally popular, or even familiar in all quarters, but is politically significant and has been built into federal and state laws.

Displaced homemakers exist everywhere in the U.S.: in urban and rural areas; among all social classes, races, and ethnic groups. Their numbers include school dropouts as well as high school and college graduates. Despite great diversity in background, most displaced homemakers have one thing in common: the sudden loss of financial and emotional security. Indeed, the word "displaced" may be too mild to describe the circumstances of a woman whose lifelong expectations have been shattered and who abruptly finds herself without adequate resources for the future.

Displaced homemakers need jobs that pay well. To get them, they must be competitive in a labor market where age, sex, and race discrimination still pose serious obstacles. They must resolve personal and family problems that may hinder participation in training or work. They must shed stereotyped attitudes about female work roles in order to expand their employment options.

Most displaced homemakers are handicapped by ignorance of current labor market realities and new opportunities in non-traditional white and blue collar occupations. They need accurate information and chances to explore a variety of fields in order to make valid career decisions.

Displaced homemakers who have worked in the past may have obsolete skills that require upgrading to meet today's employment standards. Others who have never worked outside the home may have natural abilities and life experiences that are unrecognized or underestimated. They need appropriate counseling and training to translate these into job competencies.

Low self-confidence prevents many displaced homemakers from considering careers with advancement potential. They need support and encouragement to begin the career development process to complete educational programs, and to find and progress in good jobs.

Vocational Counseling for Displaced Homemakers: A Manual.

I'm a Displaced Homemaker...

-"I am a widow, 62 years old, without any worthwhile education. I have a very limited income. I don't want to end up on welfare or food stamps. I just want to keep my home and pay my taxes. What kind of job training can I get at my age?"

-"My husband walked out years ago. I raised my three kids, mostly on welfare. My youngest just turned 17. I'm 39 years old. I've got lots of good years and I want to make it on my own."

-"When my husband left me after our 25th anniversary, I felt like I was drowning. Emotionally I've gotten my life back together, but at 52 I find it almost impossible to get a job with no real experience other than some teaching before I was married."

-"I live out here in the middle of nowhere. My husband and I always loved the country and we got by on a little farming and odd jobs he did. He died last fall. I have no money coming in and now my car has broken down. What am I going to do?"

-"I'm divorced, 55 years old, and am having great difficulty getting work. I have a chronic knee condition that limits standing for any length of time. I receive $240 monthly alimony which makes me ineligible or at the bottom of the list for such programs as CETA or vocational rehabilitation, etc. I've applied for lots of desk-type jobs, but have no experience whatever. I am sure my age is also against me. I am presently employed as a live-in housekeeper/babysitter for very little pay and very long hours, plus miserable living conditions. I need suggestions for more gainful employment so that I can afford to maintain my own apartment and be more productive and happier."

-"I am a 40-year-old mother of two boys, ages 17 and 20, and my husband is divorcing me for another woman (which I am sick over). The problem is he would never let me work, and I've never held a job. I really need help."

I Used to be a Displaced Homemaker...

-"I was a widow and all my husband's insurance was gone. I had 12 years until his Social Security would start. I took a course at the community college to learn about different trades. Then I studied basic electronics and got placed in a company that pays me $5.50 an hour. Now they're training me to be a technician. The future looks a lot brighter than before."

-"After my husband died, I went to a Displaced Homemaker Center to figure out what I could do to earn money. They suggested that since I'd been cleaning house for 30 years, maybe I should start a cleaning service of my own. They helped me get into a program at the vocational school to learn about managing a small business, how to get financing, etc. I've got four people working for me this year and I'm prouder of this than anything I've done in my whole life."

-"I had a baby when I was in the 10th grade and dropped out of school. But I always found it easy helping my kids with math. In the process, I learned algebra and trigonometry with them. Now I'm majoring in data processing at the university."

-"Five years ago my husband and I came to the U.S. At home I used to do a lot of things, like helping out at the hospital and working with families with sick kids. One day my husband said 'goodbye' and went back. I stayed, even though I was scared stiff. One of my neighbors made me go to an adult education class to improve my English. They told me about different kinds of health care jobs, since I liked that kind of work. Now I'm in a work-study program for inhalation therapy. When I finish, I'm pretty sure I'll have a job there."

-"I applied to the voc-tech school after my divorce to get training for a job...any job. My son had gone there. I thought they were crazy when they said if I learned how to be a machinist, I'd have no trouble getting work. I was desperate enough since I was down to my last hundred dollars so I said O.K. I had no trouble keeping up with those 16 year old kids in class. I only answered about four ads before I was hired and I've already joined the union."

-"I got my degree in liberal arts 15 years ago. When I was divorced and needed a job, I went through a short career exploration program. My volunteer experience paid off. I'm now the executive director of our local Chamber of Commerce."

Vocational Counseling for Displaced Homemakers: A Manual.

Workshop Model

GENERAL SEQUENCE OF WORKSHOP

This program consists of three components during a three-hour time period.

Component One: The displaced homemakers spend the first two hours with the primary facilitator, who explains the workshop and conducts the exercises.

Component Two: During the second hour, the service provider panel members participate separately in a near-by room in an awareness activity led by the second facilitator. This is the simulation game entitled, "Cinderella Minus the Prince: The Displaced Homemaker." This game was produced by a displaced homemaker project and is available from:

PHASE
University of Arizona
1717 E. Speedway, Suite 3212
Tuscon, AZ 85719

This is an extremely effective tool in providing real insight into the plight of the displaced homemaker as she tries to obtain services from existing agencies.

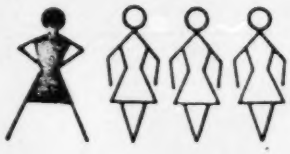
Component Three: During the third and last hour of the workshop, displaced homemaker participants meet with the service provider panelists to discuss and define problems and explore solutions.

MATERIALS

Provide a folder for each participant. It should contain booklets and pamphlets of particular interest and use for displaced homemakers, plus color-coded handouts for use in the workshop. See appendix for complete list of materials and sample handouts.

STAFF

It is preferable that the primary facilitator be a former displaced homemaker. Her life experience will enable her to share some of the problems she has faced with the displaced homemaker participants, and at the same time she serves as a representative "survivor." This capacity to identify with the participants encourages sharing and a rapport that leads to a cooperative approach of "let's tackle these problems together."



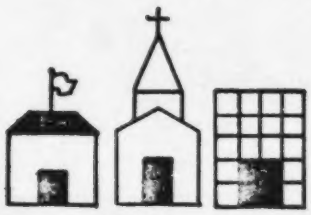
It is also necessary to have a second facilitator to conduct the separate one-hour session with the panelists.

Recruitment

If you plan to replicate this model, these are some suggested recruitment techniques.

PARTICIPANTS

A. Agencies



All agencies that might have displaced homemaker clients should be notified by the staff at least six weeks in advance of the startup of the workshop. A staff member from the workshop should try to meet with agency staff members to explain the workshop. For example, someone from the displaced homemaker workshop staff should try to get on the agenda of a welfare staff meeting. Brochures and posters plus the folder to be used in the workshop should be distributed. Suggested agencies are welfare, adult education, CETA, churches, YWCA s, mental health centers, local colleges, women's groups, and minority organizations. It is also effective if the staff can meet directly with potential client groups through these organizations. It is important that the definition of a displaced homemaker is clear on all material, and that any eligibility requirements for the program be made very clear.

B. Media

The staff should try especially to get a feature story on the workshop in the local newspaper(s). Other effective media are television and radio, both for spot announcements and interviews. Local radio and television stations should be willing to make public service announcements about the program. The National Displaced Homemakers Network, Inc., has developed a packet containing information on publicity for just this purpose. Address: 755 8th St., N.W., Washington, D.C. 20001.

PANEL MEMBERS

Panel members should be recruited from agencies that can offer services to displaced homemakers. The program staff should make the effort to locate people who are sympathetic to the problems displaced homemakers face. Such agencies include not only vocational education and CETA, but also vocational schools and local colleges, mental health agencies, women's groups, welfare offices, unemployment offices, and any local training programs. Again, this contact should be made early so that these people can inform their clients of the program, and also alert staff within their agencies. Most agencies hold staff meetings at least once a month, so a six-week advance notice is necessary.

Specific Sequence of Workshop

WORKSHOP WITH DISPLACED HOMEMAKER PARTICIPANTS

FIRST TWO HOURS

Introduction

The welcome by the primary facilitator should stress the "I've been where you are" identification, evidenced by the sharing of a personal anecdote about a specific problem and feelings about it at the time. If the facilitator is not a former displaced homemaker, surely s/he has had a personal experience with someone close who is/has been a displaced homemaker--mother, sister, friend, etc.--and can share this. This approach is important in putting participants at ease, because they are likely to be apprehensive about even attending the workshop.

It is very helpful if the participants can perceive the facilitator as a "survivor." Contact with such "survivors" is vital to displaced homemakers.

Overall, the facilitator should utilize a non-threatening, informal, empathetic approach. An effort needs to be made also to keep the tone light to avoid getting everyone bogged down, given the serious nature of the displaced homemakers' problems. The welcome should take about 15 minutes.

Next, the facilitator should explain what is contained in the participants' folders. It should take ten minutes to point out the background information to be read and used outside the workshop by the participants.

As the final segment of the introduction, the facilitator should explain that the handouts to be used during the workshop are samples of the kinds of activities used in counseling/training programs for displaced homemakers. The color-coding system for the handouts should be explained here also. (In the sample packet contained in the appendix, all background information was on green paper, each exercise was a different color, and survey and evaluation forms to be returned were yellow.) This explanation should take only five minutes.

EXERCISE 1: THE CARD EXERCISE

Provide an index card in participants' folders. The facilitator should ask participants to write down their name in the middle of the card. The facilitator should have a larger card, 4x6 or 8x5, made out with the questions written in black, to show the group.

Question number one is, "Whom must I please?" The facilitator asks participants to write down their answers in the upper left corner of their card. The facilitator suggests some possible answers.

Question number two is, "How do I feel about my present situation?" Participants are asked to write their responses in the upper right corner. The facilitator should advise participants that it works better if they use adjectives and suggests two or three.

Question number three is, "What do I want out of a job ideally?" Participants are asked to write their answers in the lower left corner of their cards, and the facilitator suggests possible responses.

Question number four is, "What am I willing to do to get it (answer to question three)?" The answer to this question belongs in the lower right hand corner.

Below is a sample card containing some possible answers.

Whom must I please?	1. myself family	2. discouraged good frightened inadequate — How do I feel about my present situation?
	NAME	
What do I want out of a job ideally?	3. decent pay security growth fulfillment	4. set goals work hard make decisions risk — What am I willing to do to get it?

Information-gathering:

After this and each succeeding exercise, the facilitator should use an easel on which is mounted a large pad of paper, and different colored markers to record information from the participants. For example, all Card Exercise information could be written in blue. The facilitator should write the question on the paper and then ask participants to volunteer their answers to be recorded.

If the group is slow to respond at first, the facilitator can ask questions such as, "Did anyone answer 'Whom must I please?' with 'myself' or 'family'?" This should get the group started. Once they see their responses on paper and begin to share with each other, the process smoothes out. Another technique that should be used when possible is for the facilitator to participate in the exercises. This improves rapport and creates the spirit of cooperative problem-solving.

When the group finishes the Card Exercise, all sheets of paper with Card Exercise information should be carefully torn off and laid aside. After the facilitator and participants finish all the exercises and record them in this way, the facilitator hangs the big sheets of paper on the walls of the meeting room. These are used as the beginning points for the panel discussion to follow. Time for the exercise and recording is approximately twenty minutes.

EXERCISE 2: VALUES CLARIFICATION - PRIORITIES

The facilitator announces that the next exercise, Ranking Values, is in participants' folders on gold paper. The facilitator then explains that participants have ten minutes to rank the list of twenty values in order of importance. This is a difficult task, so the facilitator should be prepared to explain it thoroughly and also give concrete examples for each of the values. Another hint is that some people find it easier to start at the bottom, numbering first those values least important to them.

After the participants finish, the facilitator, asking participants to volunteer their responses, records only the top two or three values and the bottom two. Use a new color marker, perhaps green. This sharing helps participants not only explore their own values, but realize that they have many values in common. It also helps the panelists understand their own values. The exercise and recording take twenty to twenty-five minutes.

EXERCISE 3: GET-ACQUAINTED EXERCISE

This exercise is placed third in sequence instead of first because it may be threatening for a participant who has never experienced it. But at this point in the workshop, participants are relaxed and open enough to enjoy it.

The facilitator should ask participants to choose as a partner someone not already known to them. Again, it is a good idea for the facilitator to participate directly in this exercise. Participants are asked to take ten minutes to elicit from their partners the answers to these three questions: name, what s/he likes to do best, and what s/he is proudest of. The facilitator needs to encourage participants to "brag" about themselves. At the end of the allotted time, each participant introduces her/his partner to the group by giving this information.

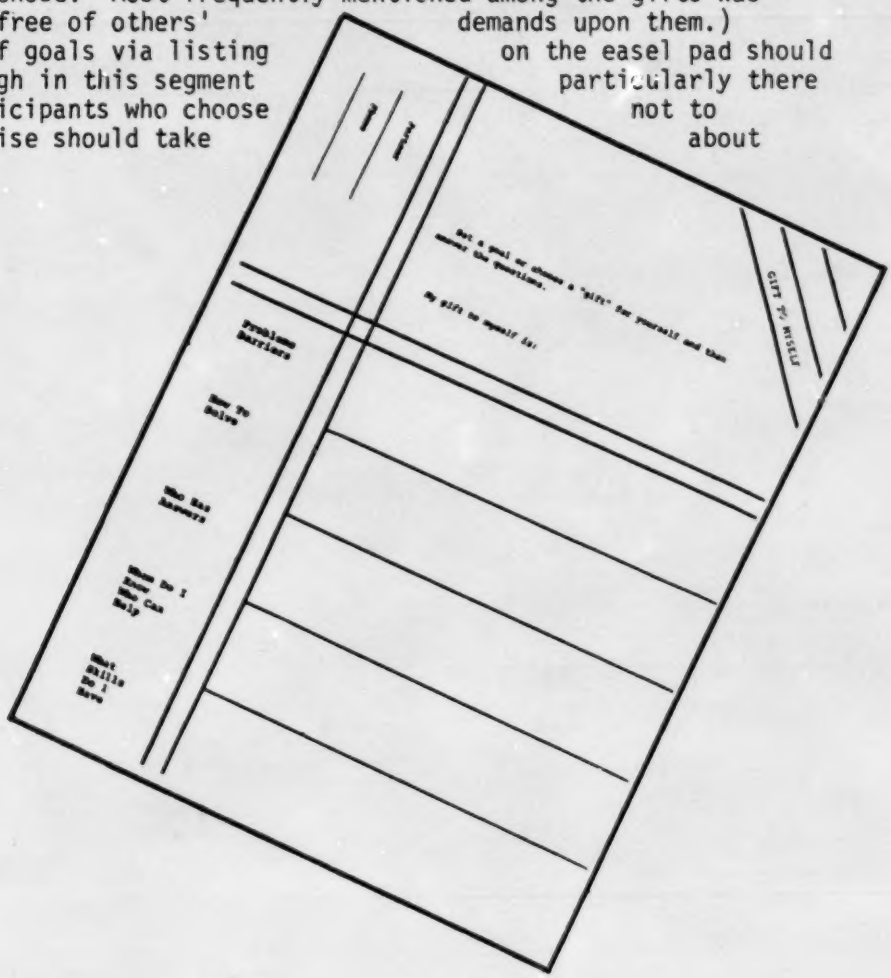
This activity takes twenty to thirty minutes, depending on the number of participants. The facilitator records with a new color marker, perhaps brown, on the easel pad, some of the answers to the last question, "What am I proudest of?" Acknowledge how difficult it is for people to "brag" but that this is a very important step in improving self-concept.

-This is a good time for a ten-minute break.-

EXERCISE 4: GOAL-SETTING

The facilitator should explain that this is a goal-setting exercise. Participants should be asked to work with a partner, each setting a short-term, easily-accomplished goal. Then they should work through the rest of the exercise helping each other. Here again, the tone should be light to avoid agonizing over long-range, difficult goals. Examples of "gifts to myself" include reading a good book, taking a long bath, spending time alone to relax. Participants should be asked to exchange phone numbers and offer each other emotional support in reaching their goals a week or more after the workshop.

Personal goal-setting, the ability to give themselves a "gift," is a new and very difficult experience for many displaced homemakers, who have spent most of their lives giving to others. The emotional support of a partner is important, no matter how small the goal. (And we can testify to the struggle that preceded some of the imaginative and enlightening "gifts" displaced homemakers chose. Most frequently mentioned among the gifts was time for themselves, free of others' demands upon them.) The group's sharing of goals via listing on the easel pad should be encouraged, although in this segment particularly there may well be some participants who choose not to volunteer. The exercise should take about twenty minutes.



EXERCISE 5: SMALL GROUP DISCUSSION - IDENTIFYING NEEDS

This final activity is primarily a needs assessment. Types of needs usually identified are career counseling, placement service, emotional support, help with income restrictions, etc. The facilitator should briefly explain the function and purpose of a small group: to insure input from everyone to accomplish the task in a set time (fifteen minutes). The task is to identify the three most important needs of displaced homemakers. The participants should be asked to form groups of no more than four. Each group then should choose a leader whose job it is to keep the group to the task, and a recorder to list each person's suggestions. Then each group should identify its three most important needs.

The facilitator should bring the small groups back into one large group and record the needs on the easel pad. We suggest use of a red marker to emphasize importance of this exercise. Then, the large group should be asked to identify the three or four most urgent needs, possibly by a quick vote. These should be marked in some way, perhaps by underlining or circling them. Discussion and recording should take thirty minutes.

WORKSHOP WITH PANELISTS -- SECOND HOUR

A second facilitator conducts this segment since it runs concurrently with the second hour of the displaced homemaker workshop. A smaller room close to the displaced homemakers' room should be set up before the panelists' arrival. Prior set-up time for the game is about twenty minutes. Directions for conducting the simulation game, "Cinderella Minus the Prince: The Displaced Homemaker," are included in the game box. Briefly, the game involves each participant role-playing a displaced homemaker. A profile card made from actual case studies is given each participant. Each card has a point value. The participant then goes to any of the community/ family groups distributed around the room in an effort to get help. Each group consists of a stack of cards containing responses, each with a point value. For instance, a card picked up from the CETA stack may read, "Sorry, but your counselor is on vacation this week. Deduct 4 points." At the end of ten minutes, participants should be asked to total their points and then the processing begins. This processing centers on two questions. The most important is: how did the participants feel about their situation? The other is: were the agency response cards realistic? They should not digress into a general description of their agency. The game is an extremely effective awareness tool. The game and the more important processing take about an hour.

To order this game, contact:
PHASE
University of Arizona
1717 E. Speedway, Suite 3212
Tuscon, AZ 95719 price: $4.00

- A short break is necessary here. -

PANEL DISCUSSION -- THIRD HOUR

During the break before this last hour, the facilitator should display on the walls all the easel papers. The results of the last exercise, the list of the needs of displaced homemakers, should be especially prominent, because these form the basis for most of the discussion to follow.

When the primary facilitator brings the panelists into the room, s/he should direct them to the easel papers and ask that they pay particular attention to the list of needs. The panelists should be advised that the facilitator will introduce each of them to the displaced homemakers, and they will have about five minutes to explain what their agency could do to meet some of the needs listed. They should not digress into a general description of their agency, both because of time limitations and because the displaced homemakers want to know specifics.

After the introductions, the facilitator should open the meeting to questions from the displaced homemakers to individual panelists. An extremely effective way to end the workshop is with a "Speak Out": a former displaced homemaker shares her story. The staff should attempt to locate a former displaced homemaker who has gone through a displaced homemaker program, an adult education program, or a similar course, and is now in charge of her life. Former displaced homemakers are generally enthusiastic about helping those who are where they were, and they provide a moving testimony of hope.

In field testing the Orientation Workshop for Displaced Homemakers model in Region 3, the needs identified by participants were both specific and consistent. Displaced homemakers expressed the need for:

1. Information on job training and schooling
2. Financial Counseling
3. Legal Aid
4. Social Security benefits for homemakers
5. Emotional support systems
6. Publicity about available services
7. Job readiness training
8. Specialized help and understanding from agencies
9. Job Placement

Many of these needs can be met through displaced homemaker education and training programs. These programs specifically for displaced homemakers can also serve as advocates for displaced homemakers at the local, state, and national level.

Another needs assessment conducted in 1980 in Region 4 of Indiana identified that "the most pressing needs were in the areas of social opportunities and housing assistance. Next were needs in career counseling and educational/vocational training."*

The research from the Orientation Workshop for Displaced Homemakers will be expanded upon in another displaced homemakers research project, "Pulling Together," funded by the Indiana Office of Occupational Development. Workshops based upon this model format will be held in five locations in Indiana in 1981. The "Pulling Together" project seeks to identify regional variations and similarities in characteristics of displaced homemakers. For further information concerning this project, contact Bonnie Maitlen, ETES, 745 North Main, Box 372, Bluffton, Indiana 46714.

* Project #180-80-II-DS, Matching Displaced Homemakers Vocational Opportunities/Support Services with Referral Agencies (MESH), Dept. of Education, Purdue University, W. Lafayette, Indiana 47906, funded through the Indiana State Board of Vocational and Technical Education.

Recommendations

FOR PROGRAMS FOR DISPLACED HOMEMAKERS

The following recommendations are based on information primarily from two sources:

1. Data collected during field testing this model in Northeastern Indiana
2. Information from four conferences related to displaced homemakers:
   - Region V Displaced Homemakers Network Conference, Wisconsin, June, 1980;
   - Older Women's League Conference, Iowa, October, 1980;
   - Politics of Funding, Indiana, November, 1980;
   - AVA Displaced Homemakers Conference, Wisconsin, November, 1980

We offer these recommendations so that those needs expressed by the displaced homemakers involved in the field testing will be met.

WE RECOMMEND:

- That funding be targeted in 1982 for the creation of at least five model programs in Indiana to provide comprehensive services for displaced homemakers through Vocational Education;

- That provisions for services specially targeted for displaced homemakers be integrated into all Indiana Vocational Education Programs serving adults. We strongly recommend designating a specific person within each vocational education program who will be responsible for:

  - -recruiting displaced homemakers into existing vocational education classes
  - -providing counseling
  - -insuring access to existing vocational education programs by displaced homemakers
  - -encouraging the development of displaced homemaker support groups;

- That a system be established to provide displaced homemakers with financial aid for vocational education.

Resources

Some resources which would be valuable for any agency preparing to offer services to displaced homemakers are:

1. Resource Guide for Vocational Educators and Planners

   A collection of resources, contacts, action suggestions and program examples relating to:

   * labor market research
   * outreach
   * admissions
   * career exploration
   * training
   * supportive services
   * funding
   * evaluation
   * community linkages

   Plus: Program Listings by State

   Use the RESOURCE GUIDE to set new program standards.
   GPO stock #065-000-00010-5 $2.25

2. VOCATIONAL COUNSELING FOR DISPLACED HOMEMAKERS: A Manual

   Highlights the requirements of the workworld and what counselors can do to help displaced homemakers get there. Ideas, techniques and examples illustrate ways to:

   * obtain and interpret labor market information
   * help displaced homemakers assess, explore, and develop skills
   * locate and develop jobs

   Plus: Program Listings by State

   Use the Manual to strengthen vocational counseling efforts.
   GPO stock #065-000-00020-2 $2.25

These books are available for sale through the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. For further information, contact:

Project Second Look
Education Development Center
55 Chapel Street
Newton, MA 02160

3. WOMEN: Working It Out Project

A study guide for women who seek help in preparing for or, advancing in, work careers.

* why women are returning to work
* the problems of returning to work
* the discovery of capabilities
* self development
* careers today vs. stereotypes
* personal presentation for jobs
* success on the job
* continuing development

Copies are available from the Office of Indiana Higher Educational Telecommunications System, 1100 West Michigan St., Indianapolis, IN 46202.

4. FOCUS ON CHOICE: A Program Guide

A guide to provide adult education practitioners with materials which facilitate the personal and career planning process of their students, specifically in a mutual support environment.

* concepts of life planning in adult education
* group activities in values clarification, self-assessment, skills assessment and goal setting
* career planning

Copies are available at $8.50 from the Fort Wayne Women's Bureau, Inc., 203 W. Wayne St., Fort Wayne, IN 46802.

5. Displaced Homemaker Network, Inc.
755 8th St., N.W.
Washington, D.C. 20001

6. Resources for Sex Equity 1980-81 Catalog
Women's Educational Equity Act Program
Education Development Center
55 Chapel Street
Newton, MA 02168
1-800-225-3088

Advisory Board

Hal Vaughn
Area Vocational Director
Avilla, Indiana

Pat A. M. Falvy
Career Counselor
Fort Wayne, Indiana

Marilyn Schaab
CETA Staff
Fort Wayne Area Consortium

Carol Hess
CETA Staff
Fort Wayne Area Consortium

Lenore Lewis
Guidance Director
Garrett High School

Cosette Simon
YWCA Director
Fort Wayne, Indiana

Jari Himes
Training Associate
Statewide Staff Development Institute
Indianapolis, Indiana

Monica Pugh
Project Director: Career Doors
Fort Wayne Women's Bureau

Jeanne Harber-Porter
Project Director: Displaced Homemakers
Fort Wayne Women's Bureau

APPENDIX

RESOURCE MATERIALS IN FOLDER FOR DISPLACED HOMEMAKER PARTICIPANTS

Booklets and pamphlets

Extended Studies/Community Outreach
Indiana-Purdue University at Fort Wayne
2101 Coliseum Blvd., East
Fort Wayne, IN 46805

The Homemaker's Job Hunting Guide: A Woman's Resource Guide.
Commonwealth of Pennsylvania:
Pennsylvania Commission for Women, 1980

You and the Law.
Indianapolis:
Legal Services Organization, 1979

YOU ARE NOT ALONE! The Divorce Dilemma.
New York:
ATCOM, Inc., 1977

When the Family Breaks Up: Helping a child to cope with separation or divorce.
New York:
Mental Health Materials Center, Inc., 1979

Who is the displaced homemaker?

She is:

--a 41-year-old woman, divorced, with no credit, no recent job experience, no car and no confidence.

--a 53-year-old widow, grown children living away from home, who must wait until age 62 to become eligible for Social Security and her husband's pension benefits.

--a 37-year-old woman, separated, with only the prospect of relying on Aid to Dependent Children to help her keep her three teenagers in shoes, school clothes, etc.

--nearly every homemaker, regardless of financial status, who is now depending upon her husband to provide monetary security.

She is ineligible:

--for Federal welfare assistance, unless she is physically disabled or has young children.

--for Social Security, unless she was married for 20 years and meets the age requirements.

--for unemployment insurance, because her work in the home has been unpaid.

--for beneficiary status under her husband's health or pension plan, and at her age finds it difficult to be included in either a health or full pension plan on her own.

She is without:

--recent paid work experience.

--familiarity with job research techniques.

--confidence in the usability of her skills.

The older woman has special problems:

--which are usually not very well understood by younger people.

--which require readjustment of an economic as well as a psychological nature.

--which deal with perpetual transition, training for jobs (maybe for the first time), finding jobs, changing jobs.

--coping with the Social Security System, pension plans, insurance--or without them.

--with discrimination against her, not only because she is a woman but because she is likely to be a single older woman.

What about Fort Wayne?

National Bureau of Labor Statistics shows 39.8% of white women and 46.1% of minority women are widowed, divorced or separated.

Using these same percentages locally, the potential number of women in these categories is approximately 36,000.

Nationally, only 17.3% of white women and 30.7% of minority women in these cagegories are in the work force (1973 figures), which places them in the lowest employment rate of any category.

from Focus on Displaced Homemakers, FWWB

HOMEMAKERS TELL WHAT'S ON THEIR MINDS

"I need to find out what to do with the rest of my life. I have to raise my seven children, feed us, clothe us, keep my home with mortgage payments, keep the remaining children in school and take care of medical and dental care." (54, divorced, 2 teenage children at home, unemployed)

"I need help facing a future possible need." (52, married, children no longer at home)

"I was a bookkeeper 22 years ago, but would I really be able to find a job if I entered the job market now? I would like to become involved in many things, (politics, women's rights, education) but feel unable to go ahead. The conference was a real eye-opener."

"I find at my age (49) and with my experience, the employment office did not have even one listing for an interview. I hope this seminar will tell me about schooling available to job training programs." (unemployed, 49, one child at home, waiting divorce)

"I need help! I am looking for a job with a challenge!" (51, no children at home, high school education)

"I am helpless in my situation. I have a disabled husband who is very possessive, but I feel I need to prepare myself for something in case something happens to him. I am 51 now, and if something happens, I will have no income at all. He is 58. How do I get a job for anything but crafts and sales? I'm still confused?"

"I face a possible divorce in the near future, and becoming a wage earner and head of a household." (33, 1 child, 3 years college)

"I cannot find work. If we were better trained, could we REALLY find work?" (53, widow)

"It is time for us to be selfish."

"As a married woman, I may be faced with the same situation and I MUST prepare now. What can I do to protect myself? We need more information, and young people MUST be made aware that NOW is the time to prepare."

"I am neither divorced nor widowed at this time, but such a universal condition no doubt will not pass me by. What is Indiana doing, or is this state number 50 out of 50 in this?"

from Focus on Displaced Homemakers, FWWB

EXCERPTS FROM LAURIE SHIELDS' SPEECHES . . .

"The term 'Displaced Homemaker' may not be a very familiar one yet, but the person it describes is all too familiar."

"We're a minority you may not have thought much about, but our plight is very real--especially those of us recently divorced or widowed. People our age (she is 56) were raised to believe marriage meant security. Most laws still seem to assume that. The assumption, unfortunately, is unwarranted."

"I would imagine that every one of us knows of someone who fits this typical description:

> *a middle-aged woman, a homemaker most of her adult life, dependent on her husband for her income and security, who suddenly finds herself alone because of divorce or widowhood with little or no income and few marketable skills.*

"It is a sad picture of a growing problem. It is the payoff to a woman who has fulfilled society's traditional definition of a woman's role."

"She is encouraged to stay home and care for her family, but when she grows old, she is penalized for not having 'worked'."

"She must therefore settle for a job with low status, low responsibility and low pay, <u>IF</u> she is lucky enough to get a job at all."

"Prevailing cultural attitudes, sexism, and ageism all work against her. An old maxim holds that a man of 40 is in his prime, but a woman of 40 is over the hill."

"These women have done what America has traditionally asked them to do, but they are penalized for it."

"(The homemaker) is not paid, gets no pension and is totally dependent. She contributes to her family and to the community, but those contributions can't help her when she has to support herself."

"Homemaking is an isolated profession. Homemakers are the largest group of unorganized labor in the country."

Work

Homemakers are an unrecognized and unpaid part of the national labor force who make an invaluable contribution to the welfare and economic stability of the Nation, but who receive no health, retirement, or unemployment benefits as a result of their labor.

-DISPLACED HOMEMAKER ACT

I've never worked. I just cook, clean, bus the kids, iron, sew a few clothes, handle the budget, fix the toaster when it smokes, grow a few plants, put up wallpaper, paint a few walls, fix the plumbing, rewire the lamps, nurse the kids when they are sick ... who would hire me?

-EARNING A BREADWINNER'S WAGE:NON-TRADITIONAL JOBS FOR WOMEN ON AFDC

Remember: You have been doing valuable work-work that can be translated into the job market.

If you sew ...

* you can read and follow directions
* you have good form and spatial perception
* you have ability to read a pattern
* you have manual and finger dexterity
* you can set up and troubleshoot a machine

You would use these same skills if you were a ...

* business machine repair person
* carpenter
* machinist

If you have volunteered with an environmental group, you may have been involved in ...

* volunteer training
* newsletter publication
* speaking with community groups
* fund raising
* investigating a local industry's pollution practices

These same activities would be done in such jobs as ...

* public relations/communicator
* teacher
* editor
* researcher
* community organizer

DOs AND DON'Ts
For Mature Job Seekers

DO Stress your qualifications for the job opening.
DO Recount experience you have had which would fit you for the job.
DO Talk and think, so far as possible, about the future rather than the past.
DO Indicate where possible, your stability, attendance record and good safety experience.
DO Remember that older employees are capable, dependable, trainable, careful and steady.
DO Try to learn ahead to time about the company and it products.
DO Assume an air of confidence.
DO Approach the employer with respectful dignity.
DO Try to be optimistic in your attitude.
DO Maintain your poise and self-control.
DO Try to overcome nervousness or shortness of breath. (It helps to take a deep breath.)
DO Hold yourself erect.
DO Apply for a specific job or jobs.
DO Answer questions honestly and with straightforwardness.
DO Stress the contribution you can make to the enterprise.
DO Have available a list of former employers, time and period of service.
DO Apply for the job in person.
DO Let as many people as possible know you are "job hunting."
DO Know the importance of getting along with people.
DO Recognize your limitations.
DO Make plenty of applications.
DO Indicate your flexibility and readiness to learn.
DO Be well-groomed and appropriately dressed.

* *

DON'T Keep stressing your need for a job.
DON'T Discuss past experience which has no application to the job situation.
DON'T Apologize for your age.
DON'T Be untidy in appearance.
DON'T Display "cocksuredness."
DON'T Cringe or beg for consideration.
DON'T Speak with muffled voice or indistinctly.
DON'T Be one of those who can do anything.
DON'T Hedge in answering questions.
DON'T Express your ideas on compensation, hours, etc. early in the interview
DON'T Hesitate to fill out application, give references, take physical examination or tests on request.
DON'T Hang around, prolonging the interview, when it should be over.
DON'T Go to an interview without a record of your former work connections.
DON'T Arrive late and breathless for an interview.
DON'T Be a "know it all" or person who can't take instructions.
DON'T Depend upon the telephone for your job.
DON'T Isolate yourself from contacts who might help you find a job.
DON'T Feel that the world owes you a living.
DON'T Make claims if you cannot "deliver" on the job.
DON'T Display a feeling of inferiority.

Every homemaker has practical experience in child care, management, budgeting, nutrition, public relations, and psychology, that can be useful in the job market. The skills gained as a homemaker and volunteer can help you get a job. Work experience does not have to be paid work experience. You can translate experience into marketable skills.

Traditional Resume

Daphne Goodwife
302 Lavender Ave.
Ourtown, Wisconsin

Widowed housewife, aged 50, mother of three children (now grown, one still at home)

Employment experience:

1946-48: dime store clerk
1945-48: Clerk Typist
1948-78: unemployed

Education:

three years of college (1946-51)

Hobbies:

Red Cross volunteer
YWCA activities
P.T.A.

Functional Resume

Daphne Goodwife
302 Lavender Ave.
Ourtown, Wisconsin

Family head (one child still at home). In good health.

Responsibilities successfully completed:

1977-Citizen member of a special school committee to study the costs and benefits from closing several Ourtown schools.

1976-Organized a series of 6 public lectures at the YWCA. Invited the speakers and did the public relations work involved (two press releases attached). The lectures served a total of approximately 650 people.

1975-Co-coordinated the special June Young Women's Day hosted at the YWCA and attended by 900 persons. Shared responsibility for the planning through the execution of the event (over a 6-month period) including liaison with all seven Ourtown girl scout troops and assignment of 27 spaces for booths. This event raised $1,747 for YWCA scholarships.

1971-Member of the 7-person board governing the YWCA of Ourtown.

1971-Treasurer for the successful campaign to elect Mrs. Goodbar to Ourtown School Board.

1970-Acted as one of three group leaders to 24 girl scouts on a 10-day wilderness canoe expedition. Qualities and skills demanded: resourcefulness, organizing ability, patience, and stamina.

1969-70-Having had 3 earlier years experience helping with Ourtown Red Cross Spring Blood Drive, 2 years chaired committee that launched and carried thru the effort. More blood was donated in those years than ever.

1968-President Glenn School P.T.A.

1963-68-Active in Parent Teacher Assn.

1966-69-Den Mother, Cub Scouts, coordinated total of 29 volunteers who helped staff annual 1-wk. wilderness camp for Ourtown Cub Scouts: 3 consec. yrs.

1956-Raised 3 children born 1956,57, 60.

1951-56-Managed the office and provided all clerical support services for a group of 4 biochemists in Neighbortown combined university and hospital research unit. Had complete responsibility for scheduling appointments, periodic mailings to research associates and subjects. Ordered supplies as needed and kept books.

1948-51-three years liberal arts studies Ourstate University (grade-point average: 3.00)

1946-48-Clerked in a dime store to save money for college education.

-REAL WOMEN, REAL LIVES: MARRIAGE, DIVORCE, WIDOWHOOD.

When the glass slipper shatters...

By CAROL SCHAAL
Staff Writer

The knight in shining armor was last seen galloping off to battles far, far away. He left behind his wife — a fair, gracefully aging lady who ran his household with charm and ease and raised several rosy-cheeked youngsters.

The knight had promised to look after his fair lady forever. She would be safe, secure and comfortable in their castle, he'd vowed. She needn't worry about the big bad world out there, full of dragons and demons, he'd said.

Then he left. And the fair lady, whose rosy-cheeked children had already gone to fight their own wars, found that charm and grace could not pay the castle rent, nor could it buy venison or new slippers when she needed them. She did not live happily ever after.

For many women, this situation is not a fairy tale. These women are called displaced homemakers, and the Department of Labor estimates there are 81,000 of them in Indiana alone.

According to the Fort Wayne Women's Bureau, a displaced homemaker is defined as one who:

- Has worked primarily as a homemaker for several years.
- Has relied on the income of another family member or on federal assistance for support.
- Has lost that source of income (through death, disability, separation, divorce, etc.).
- Has had difficulty finding a job, or finding the right job, to support herself and/or her family.

Meg Eastes, a Women's Bureau staff member, knows the difficulties displaced homemakers face when they're forced to support themselves. She was one, and, she says with a tinge of bitterness, "Those years spent as a homemaker and raising children are worth nothing financially — they're worth nothing at all."

Eastes admits she was one of the lucky ones. When she and her husband separated, she was only a year away from getting a teacher's certificate. She managed to support herself and her two small children during that year and during a long illness following graduation with the help of family, money from her divorce settlement, borrowed money and a part-time job as a waitress at a pizza restaurant. She now teaches English at Garrett High School.

Eastes had a career goal, and was still fairly young. Many displaced homemakers, however, have neither advantage going for them. Lack of skills and age discrimination are common burdens.

As the National Organization for Women's Task Force on Older Women described the problem in the late 1970s, "Displaced homemakers are subject to the highest unemployment rate of any sector in the work force. They face discrimination in employment because they are usually women, older, and have no recent paid work experience."

The problems of displaced homemakers have garnered national concern. The Vocational Educational Amendment of 1976, said Eastes, "states explicitly that displaced homemakers are a target group to be served by vocational education. A target population means you develop programs especially for that group."

Those programs, many funded federally through CETA, offer job counseling, training and emotional support to displaced homemakers. But Indiana, Eastes said, has lagged behind in developing such services for displaced homemakers.

Now, she said, the state is beginning to act on the problem. The Indiana State Board of Vocational and Technical Education recently awarded a grant to the Fort Wayne Women's Bureau to sponsor four speak outs for displaced homemakers.

The speak outs, said Eastes, who is project director, have several functions. One is to provide a forum for displaced homemakers to detail their needs and offer suggestions as to what services they'd like to see offered; another is educational. Displaced homemakers attending the speak outs will be given information about agencies that can provide them with job counseling and training and other aid.

"It will be kind of a mini-workshop for them," Eastes said.

But the main purpose of the project, said Eastes, is to provide a way to let vocational educators know what the displaced homemaker needs.

Representatives from various local social service agencies will attend the speak outs, both to detail what they can offer and find out what more needs to be done.

"Through these speak outs, the vocational educator will see what's needed and fill the gaps," Eastes said.

"I really think society owes this to homemakers," she added. "They've paid a lot of lip service to homemaking and mothering."

And when that homemaker or mother suddenly becomes financially responsible for her own or her family's support and needs some self-confidence, job counseling and training and help in finding a job, Eastes wants it to be available.

For the displaced homemaker

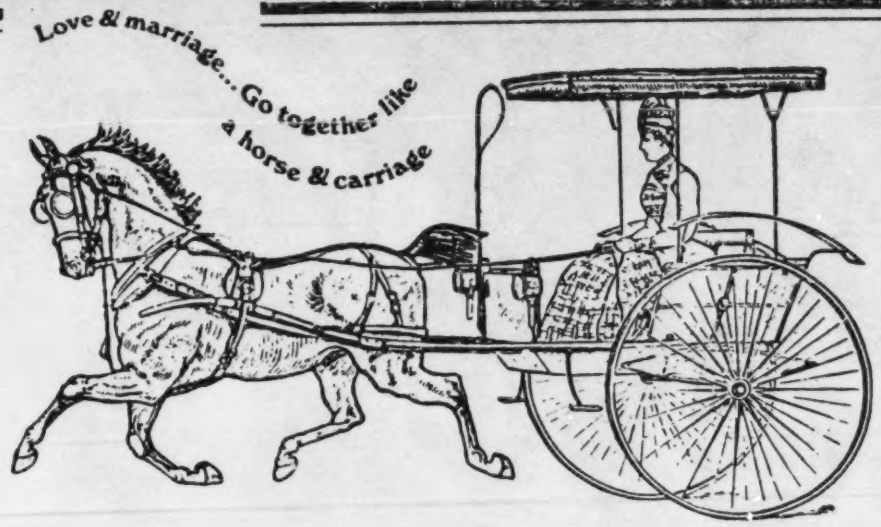
Three local and one regional "Speak Out for Displaced Homemakers" programs have been scheduled by the Fort Wayne Women's Bureau, with funding by the Indiana State Board of Vocational and Technical Education.

The mini-workshops will be from 9 a.m. to noon Saturday in the Step Center, Kendallville; from 9 a.m. to noon July 26 in Best Hall at Tri-State University, Angola, and from 9 a.m. to noon Aug. 9 in the YMCA, Huntington.

The regional speak out will be Aug. 16 in the media center at North Side High School.

Included in the speak outs will be tips on where the displaced homemaker can go for help with education, job-finding and social service problems. Those attending the speak-outs will have an opportunity to express their specific needs and talk about the types of programs they'd like to see offered.

The Fort Wayne Journal-Gazette Thur., July 10, 1980



Prince Charming won't always be around

By NIKI SCOTT
© Universal Press Syndicate

You can ensure that you will not be desperate and unable to find a job one day. You can prevent yourself from being a displaced homemaker.

First we must give up (once and for all) the Cinderella syndrome, says Alice Quinlin, director of the Displaced Homemakers Network, Inc., in Washington.

"Too many high-school and college students — too many women who are home full time — still believe that Prince Charming will take care of them forever.

"Too many of us don't believe the statistics — we still don't believe that we'll probably have to work, one day, whether we want to or not.

"We know women outlive men — that we're likely to be widowed, one day. We know that the divorce rate is 40 percent now and that inflation alone is driving women to work by the millions.

"But too many of us still think it's the woman next door who will have to work — not us. Too many of us are still setting ourselves up to be future displaced homemakers," said Quinlin.

If you are home full time, why not use a few hours each week to ensure that you can be self-supporting one day, just in case you have to be?

"There are good ways to keep current, while you're home full time. You can take advantage of occupational training, further your academic education, hold a part-time job or do appropriate volunteer work," said Quinlin.

"Be sure your volunteer work will be useful later. Be sure your volunteer program offers training and will help you develop skills in specific areas.

"Some organizations offer volunteer contracts with job descriptions; some offer contracts with a dollar value assigned to the volunteer work you do," she said.

"Many programs offer volunteers written evaluations of their work — and those are very helpful."

Do keep track of what you are doing, even if no one else does. Be aware of your training, and the skills you develop.

You may not remember details five years from now. A record of specific tasks you've accomplished through part-time and volunteer work can be enormously helpful when the time comes to job hunt.

"Use some time at home to finish your education!" said Quinlin. "If you didn't finish high school, by all means get your GED. Attend your community college, take a typing course or a language course or a business course — anything which might help later."

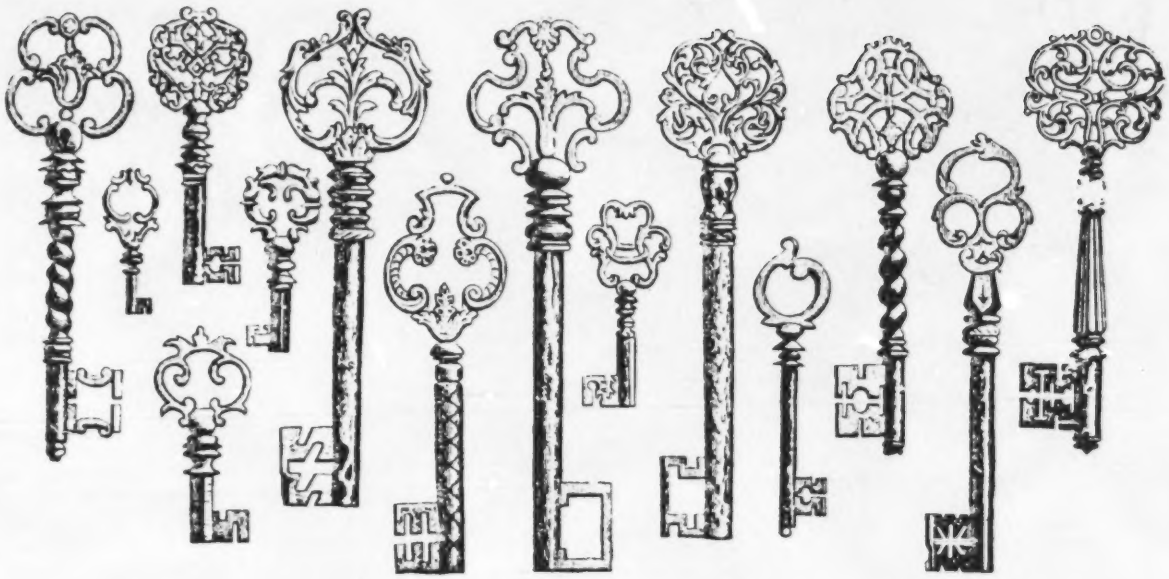
It is true that many will continue to stay home for a period of time. It is often true that most will be unable to do so indefinitely.

Three-fourths of all working women do so because because they must, not because they choose to. By 1990, only one in four of us will be full-time housewives.

"We should be concerned with prevention, not just with picking up the pieces after a woman is a displaced homemaker. What has happened to millions of women shouldn't happen to anyone," said Quinlin.

"Every woman who is not employed should be preparing now so that she can be. Every woman should be prepared to function in the job market if she has to."

Journal Gazette June 10, 1980



Dealing with gatekeepers: which is myth and which is fact?

Put an "M" next to the items below you consider myth and an "F" next to those you consider fact.

____ **1.** Women have a poor attendance record at work because of illness.

____ **2.** At comparable jobs, women have no higher rate of turnover than men.

____ **3.** A woman must have four years or more of college before she can expect to equal or exceed the pay of a man who dropped out of school after eight years or less.

____ **4.** Women who work during their lives work for an average of about 12 years.

____ **5.** Most women who work do so from basic economic necessity.

____ **6.** Black women have an advantage over black men in finding employment.

____ **7.** The employment of mothers leads to juvenile delinquency.

Answers to myths and facts

1. Myth The fact is that the Women's Bureau of the U.S. Department of Labor states (May 1974) that a recent Public Health Service study found that there is less than a fraction of 1 percent difference in the absentee rate of men and women because of illness or injury: 5.6 days a year for women compared with 5.2 for men.

2. Fact At comparable jobs, women have no higher rate of turnover than men. The Women's Bureau of the U.S. Department of Labor states (May 1974) that studies on labor turnover indicate that net differences for men and women are generally small. In one survey by the U.S. Department of Labor (1973) statistics indicate that 11 percent of the men changed jobs one or more times, while only 8.6 percent of the women made such changes.

3. Fact A woman must have four years or more of college before she can expect to equal or exceed the pay of a man who dropped out of school after eight years or less. The *Monthly Labor Review* reports (January 1974) that the median dollar earnings of year-round full-time workers 18 and older, March 1973, were $7,577 for men with eight years or less education and $8,925 for women with four years or more of college. Women with one to three years of college earned $6,465.

4. Myth The fact is that the Women's Bureau reports (May 1974) that the average woman worker has a worklife expectancy of 25 years. Single women average 45 years in the labor force.

5. Fact Most women who work do so from basic economic necessity. The Women's Bureau reports (May 1974) that of the nearly 34 million women in the labor force in March 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 a year. Another 4.7 million had husbands with incomes between $3,000 and $7,000—incomes that did not meet criteria established by the Bureau of Labor Statistics for even a low standard of living for an urban family of four. One out of 10 women workers in March 1973 was head of the family.

6. Myth The fact is that unemployment statistics disprove this commonly held belief. The unemployment rates for 1966, 1969, and 1973 were as follows:

	1966	1969	1973*
Black men	6.6%	3.7%	7.6%
Black women	8.8%	6.0%	10.5%

* (Figures for 1973 represent all minority races.)

Unemployment is more severe among black women than among any other group in the population.

7. Myth According to the Women's Bureau (May 1974), studies show that whether or not a mother is employed does not appear to be a determining factor for the causes of juvenile delinquency. Indications are that it is the quality of a mother's care rather than the time consumed in such care that is of major significance.

The Indiana legislature will consider a Displaced Homemaker Bill in the 1981 session. This bill would fund three Displaced Homemakers Centers as model projects. The bill did not make it in the 1980 session, and its sponsor needs evidence of "grass roots" support. If you're interested, please write to:

Representative Jim Jontz
RR 1
Williamsport, IN 47993

MINISTRY TO THE DISPLACED HOMEMAKER

Does Anybody Care?

by Suzanne Calvin

"Certainly I grieved over my husband's death. There were those feelings of loneliness and longing for his touch, his voice, the companionship in the life we had shared. But within a few days following his death I began to feel another kind of grief distinct from that of loss. I was overwhelmed with sadness about my own inadequacies. I was faced with so many changes I didn't know where to begin. I knew I needed legal advice, but I didn't know what to ask. I knew I had to find a job. I felt despair as the words, "experience necessary" seemed to jump out of all the help wanted ads."

Such are the accounts of displaced homemakers. The particulars will vary with each individual account. The feelings of turmoil and frustration are common ingredients.

Probably you have never used the term *displaced homemaker* to describe anyone. Yet you probably know someone who would fit that description. A displaced homemaker is an individual who has been a fulltime homemaker for several years and who is suddenly without former means of financial support because of separation, divorce, disability, or death of a spouse.

In many cases displaced homemakers are women in the 40-to 65-year age range. Men fall into a special grouping of displaced homemakers if they have been primarily dependent upon the wife's income. Displaced homemakers are not defined by sex, age, or income. In some cases they are persons who have always known affluence; in other cases they have been in low or middle income brackets. Common to their economic condition is the need to reenter the job market at a level providing for their sole support.

Ms. Calvin is a free lance consultant in Northglenn, Colorado.

The criteria defining the displaced homemaker can be restated in terms of loss and change. Whether death, divorce, separation, or disability comes after a lingering illness, a growing conflict, or a freak accident, there is always the acute sense of loss. The life situation undergoes change whether the cause be sudden or cumulative.

Many clergy are trained and skilled in counseling in situations immediately following a crisis. It is also the role of the church to minister to persons as they cope with the long slow process of adjustment to change.

Specialized Ministry

One of the ways in which a church can fulfill that role is by identifying and supporting specialized ministries. Because one of the needs of the displaced is to identify, develop or update marketable skills, they may enroll in educational programs. The campus ministry is often the displaced homemaker's ongoing contact with the church.

Carol Taylor, campus minister on the St. Francis Interfaith Center on the Auraria Campus in Denver, Colorado, recognizes the displaced homemaker as a primary constituent of campus ministry at community colleges throughout the nation. The services provided by the campus ministry program include special counseling. Usually the campus ministers meet with displaced homemakers, business representatives, educators, attorneys, and legislators to sort out the issues and systems involved with the problems of the displaced.

Taylor and her colleagues share a concern that the local church become more responsive to the plight of the displaced in some new ways. According to Taylor, it is not unusual to be told by displaced homemakers that they feel discomfort in the local congregation. The church is often the first place they turn, only to discover that the church is not able to minister to them.

The following suggestions for equipping local churches to minister to the displaced homemaker are based upon comments, studies, and models provided by those who have been actively engaged in this ministry.

Special Counselling Needs

Employment Questions. Certainly the pastor cannot be expected to be an employment counselor. The church is not an employment agency. Yet there is information which the church staff or designated members can provide about the job market in the community. Here is a list of questions to be answered as a church prepares for counseling with the displaced.

1. What industries or businesses in the community are willing to hire the inexperienced, middle aged or older adults?
2. What reputable employment agencies in the community provide testing and counseling for the job seeker?
3. What help is available for writing resumés, particularly for interpreting homemaking skills into marketable skills?
4. What educational and training programs are available for older individuals entering or re-entering business and trade?
5. What governmental or private agencies have funds available for individuals or businesses participating in training programs?
6. What kind of financial aid or financial management assistance can the church or community offer in the interim?

Legal Questions. Seeking legal advice in the midst of a crisis is complicated by an individual's emotional condition. The lawyer's role is to give legal counsel, not to be a counselor for emotional and spiritual concerns. Attorneys who work with displaced homemakers agree that many clients seek legal aid before they are emotionally capable of the clear thinking necessary for ordering their legal affairs.

There are two ways in which the local church can minister. First, local attorneys can be given a referral list of pastoral counselors for clients whose emotional instability hampers legal counsel. In the case of a multiple staffed church this might be done by letter or personal contact with attorneys. Sometimes it is more feasible for a ministerial association or clergy group to initiate a program of service to attorneys.

A second program is that of educating church members prior to crisis events. Just as there are steps in maintaining good mental and physical health, there are steps in putting our legal affairs in good order prior to a crisis. Such procedures can be outlined for individuals through presentations by those in the legal field. Legal advice prior to a crisis event gives individuals a background and beginning point for handling future needs.

Personal Questions. "I didn't care what the divorce statistics indicated," one woman said, "I felt as though we were the only couple in the world who had ever proceeded through a divorce. I had a great need to talk to someone else who had shared a similar experience. I felt very alone."

A widow recalls, "My continued feelings of depression and grief frightened me. I didn't know what to expect of myself. How long was I going to feel muddled and despondent? Who would I turn to for help and how could I help myself? Fortunately I stumbled onto a support."

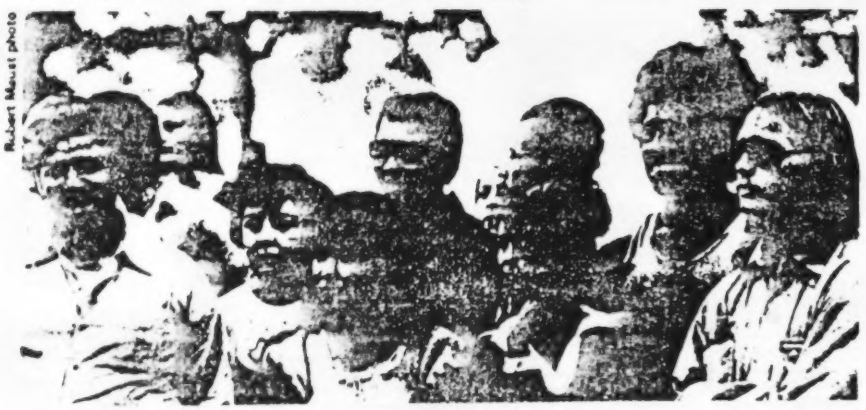
Now in these days when the disciples were increasing in number, [some murmured] because their widows were neglected in the daily distribution. And the twelve summoned the body of the disciples and said, . . . "Pick out from among you seven [persons] of good repute, full of the Spirit and of wisdom, whom we may appoint to this duty." —Acts 6:1-6

The church knows the value of people experiencing community, but the church must decide how it can effectively help displaced homemakers experience a support group.

Large congregations can often facilitate support groups among their own membership. This is difficult in small congregations where there may be only two or three displaced homemakers. One solution is for a number of congregations in a community to cooperate in forming support groups. The leadership for such groups ordinarily emerges from the participants. A rotating responsibility among clergy can be a means of establishing a greater sense of relationship among the churches.

If a congregation cannot form a support group solely or cooperatively, it can assume responsibility for becoming aware of secular support groups in the community. But secular groups are diverse in nature. Some offer recreational or educational possibilities. There are also groups of swinging singles, and some that foster unhealthy dependency. This means that some group in the church needs to inquire into the purpose and function of such groups so as to provide sound information in any referral list for the displaced.

The church must stop thinking in stereotypes and begin to see in itself a rich variety of persons—multi-age, multi-ethnic, multi-concerned. Whenever a group emerges with identifiable needs, the church must be ready to serve them.



Robert Maust photo

The Need for Advocacy

An ongoing function of the local church membership to the displaced homemaker can be that of advocate. The church's role as advocate can come on both a political and personal level.

Political Advocate. Few of us are informed about all the impending laws before our state and federal legislative bodies. Legislators indicate that many present and proposed laws affect the displaced homemaker. A special group in the congregation might assume responsibility for studying such legislation. A summary of the study can then be presented to the congregation. Or lawmakers might be invited to a forum for discussing such legislation. Either approach would allow individuals to make a personal decision about contacting representatives.

Personal Advocate. To become a personal advocate may require a higher level of commitment of time and concern. Sometimes it may be nothing more than driving a displaced homemaker to court. At other times it might mean giving a character reference. On some occasions it could be helping to sort out the red tape of filing claims or securing special assistance. Or it might mean helping a person to pull up stakes and move into a new home. To be a personal advocate is to be directly involved in a caring which says, "You don't have to face your problems alone. Someone from the congregation will work with you."

Unless you, personally, know a displaced homemaker, the concern for the local church's involvement in this ministry may not seem pressing. However, the statistics merit attention. The estimates, depending upon how many special groupings are included, range from three million to nine and a half million displaced homemakers throughout our nation. At a time when many churches are struggling with what it means to minister to adults in a variety of family situations, it seems fitting that the plight of the displaced homemaker be among those concerns.

Where Do I Start?

From right where you are. The following checklist may help you sort out what it is you need and want. You may want to check every item. It might be useful to number them in order of importance.

___ I want to meet other women who are or have been in similar positions.

___ I need to know what kinds of jobs are available.

___ I would like to assess my skills and match them up with a job.

___ I would like to learn to cope with stress.

___ I need to get work as soon as possible.

___ I would like to learn to search for a job and plan for a future career.

___ I want to feel better about myself.

___ I would like to get health care information.

___ I would like to learn resumé and job interview techniques.

___ I would like some personal counseling.

___ I would like to be referred to school or job training.

___ I would like to learn to take charge of my life and act more assertively.

____ I need legal advice.

I'm not afraid of storms,
for I'm learning to sail
my ship.

-Louisa May Alcott

What is Important to Me?

VALUES CLARIFICATION

Mark your preferences in rank order:

Values	Rank
Health	( )
Religion	( )
Security	( )
Family	( )
Travel	( )
Beauty	( )
Power	( )
Marriage	( )
Justice	( )
Recognition, Approval	( )
Honesty	( )
Love	( )
Personal Autonomy, Freedom	( )
Friendship	( )
Emotional Well-Being	( )
Appearance	( )
Knowledge, Wisdom	( )
Pleasure	( )
Social Welfare	( )
Achievement	( )

Partner _____

Phone _____

GIFT TO MYSELF

Set a goal or choose a "gift" for yourself and then answer the questions.

My gift to myself is:

Problems Barriers

How To Solve

Who Has Answers

Whom Do I Know Who Can Help

What Skills Do I Have

Speak Out

Date_____

Directions: Check the appropriate column which best expresses your reaction to the question.

1.	How would you describe today's session?	good ____	fair ____	poor ____
2.	How important were the problems discussed?	very ____	somewhat ____	not-at-all ____
3.	How much did you learn?	a great deal ____	little ____	nothing ____
4.	Did the facilitator stay on the subject?	very much ____	somewhat ____	hardly-at-all ____
5.	To what extent were your expectations met from today's seminar?	completely ____	partially ____	not-at-all ____
6.	How significant was the information presented today?	very ____	somewhat ____	not-at-all ____
7.	How useful for you were the materials which were used in today's session?	very ____	somewhat ____	not-at-all ____
8.	Of what personal value was the program today?	very ____	somewhat ____	not-at-all ____

9. What was the most important aspect of today's session?

10. What could have been added or subtracted from today's topic to improve the quality or content of the session?

Added:

Subtracted:

SURVEY

What town do you live in?

_____

Why Are You a Displaced Homemaker?

_____ Death of Spouse

_____ Divorce

_____ Process of Divorce

_____ Separation

_____ Disability of Spouse

_____ Retirement of Spouse

_____ End of ADC

_____ Single Parent

_____ Other _____

How long have you been a D.H.?

_____ One month or less

_____ 1 - 6 months

_____ 7 - 13 months

_____ 1 - 2 years

_____ 2 - 4 years

_____ 5 - 10 years

What is your income?

_____ $1 - $199/month

_____ $200 - $299/month

_____ $300 - $399/month

_____ $400 - $499/month

_____ $500 - or more

How much education do you have?

_____ grade school

_____ some high school

_____ H.S. diploma or GED

_____ partial college

_____ college degree

What is your age?

_____

How did you hear about the Speak Out?

_____poster (Where? _____)

_____radio

_____newspaper

_____CETA

_____word-of-mouth

_____TV

How many children do you have?

_____

How many children are living with you?

_____

FORT WAYNE
PANEL MEMBERS

PAM ANDERSON - CAREER DEVELOPMENT SPECIALIST, CETA, 423-7108.

MERLAND BEYLER - DIRECTOR OF INSTRUCTION AND STUDENT AFFAIRS, IVY TECH, 482-9171.

BONNIE FELDKAMP - PRESIDENT-DIRECTOR OF HOPE ALIVE, 456-4249.

RIKKI GOLDSTEIN - DIRECTOR OF CLIENT SERVICES, FORT WAYNE WOMEN'S BUREAU, INC. 424-7977.

YVONNE MINTER - SUPERVISOR OF OUTREACH DEPARTMENT, MENTAL HEALTH CENTER, 482-9111 EXT. 296.

KEN SURBER - ASSISTANT DIRECTOR, AREA VOCATIONAL COOPERATIVE, AVILLA, 897-3527.

DONNA WORTHLEY - DIRECTOR OF STUDENT ACADEMIC COUNSELING SERVICE, INDIANA-PURDUE UNIVERSITY, 482-5393.